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ABSTRACT

This report concerns itself with the data that was summarized from the 1978-79 administration of the Teaching Stress Events Inventory to the teachers of the Portland (Oregon) Federation of Teachers. Background information on the Inventory itself, a summary of the demographic characteristics of the teachers surveyed, and descriptive statistics concerning each event in the Inventory are presented as well as differences among subgroups of respondents based upon selected characteristics. (Author)

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1978-79 TEACHING STRESS EVENTS INVENTORY

PORTLAND STUDY OF TEACHERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1978-79 TEACHING STRESS EVENTS INVENTORY
PORTLAND STUDY OF TEACHERS

This report concerns itself with the data that was summarized from the 1978-79 administration of the Teaching Stress Events Inventory to the teachers of the Portland Federation of Teachers (Oregon). This report presents background information on the Teaching Stress Events Inventory, a summary of the demographic characteristics of the teachers surveyed, descriptive statistics concerning each event in the Inventory, and differences among subgroups of respondents based upon selected characteristics.

I. BACKGROUND INFORMATION

The Teaching Stress Events Inventory was first developed for use by the Chicago Teacher's Union (CTU) in 1977. The Inventory was developed by a team of researchers and teachers interested in constructing a quantitative basis for studying the types of life events thought to be related to stress associated with teaching in elementary and secondary schools. The Chicago teachers Inventory was designed in a manner consistent with the method employed by Rahe and Holmes, who are responsible for developing the Social Readjustment Rating Scale used in the majority of research on life event stress.

Rahe and others (1964) established through medical and psychological research that certain life events are associated with the onset of illness. Furthermore, certain life events are quantifiable in terms of the intensity and length of time needed to adjust to them (Holmes & Rahe, 1967). These events occur with a high degree of consistency across groups of adults with varying characteristics. (Rabkin and Struening, 1976).

The Social Readjustment Rating Scale (SRRS), developed by Holmes and Rahe, consists of 43 items that are designed to represent common life events that require change in social adjustment. Weighted values for each of the events were determined by averaging ratings made by judges who were asked to rate the events according to the "relative degree of necessary readjustment" (Holmes and Rahe, 1967). As an example, the event rated highest on the scale (100) was death of a spouse. Marriage was rated at 50 and a vacation at 12.

Modified forms of the SRRS have been developed for specific populations such as children, college students and athletes. The Chicago teachers' Inventory represents a modification of this theme. Consistent with the methodology employed by Holmes and Rahe, a baseline indicator of stress - an event or common experience

shared by all teachers - was established for the teachers' Inventory. The base-line indicator, defined as the first week of school, was given the arbitrary value of 500. Teachers were asked to rate 35 other teaching events as to their relative degree of stress with respect to the first week of school. Using a scale of 1 to 1,000 teachers rated each event more or less stressful than the first week of school by choosing a proportionately larger or smaller value than 500.

II. DEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE REPORTED

Table I presents the demographic characteristics of that portion of the total sample for which data was summarized. Of the total 1,063[1] respondents, almost 60 percent are female. The majority are married; one fifth or 20 percent are single; almost 9 percent are divorced. They are almost equally distributed in age with the largest group (35.6%) being in the the 31-40 age bracket, followed by the 51-65 age bracket. The teachers sampled are predominantly Caucasian (93.3%).

Institutionally the sample represents a fairly even distribution between elementary and secondary schools with 11 percent of the teachers representing middle schools. Almost half (49.2) of the respondents teach in small schools with fewer than 600 students. 34.3 percent of the respondents teach in large schools with more than 1,000 students and 16.5 percent teach in medium sized schools of 600-1000 students. Most respondents' schools have student populations which are between 20 and 30 percent minority.

[1]The total sample size for which data was summarized was 1,063 for all variables except the Percent of Minority Student Population, the Experience of Physical Illness, and the Experience of Mental Illness. For these variables the total sample size (frequency) was reported as 1,060, 1,069 and 1,060, respectively.

DEMOGRAPHICS OF THE SURVEY GROUP
PORTLAND STUDY OF TEACHERS

TABLE I

VARIABLE	CATEGORY	FREQUENCY	PERCENT OF TOTAL
Teacher Sex	Male	458	43.1
	Female	605	56.9
Teacher Marital Status	Single	213	20.0
	Married	731	68.8
	Divorced	93	8.7
	Widowed	26	2.4
Teacher Age	Less than 30	212	19.9
	31-40	357	33.6
	41-50	224	21.1
	51-65	270	25.4
Teacher Race	Caucasian	992	93.3
	Black	28	2.6
	Spanish American	6	0.6
	Native American	12	1.1
	Asian	17	1.6
	Other	8	0.8
Type of School	Elementary	448	42.1
	Middle	117	11.0
	Secondary	498	46.9
Size of School	<600 Students	523	49.2
	600-1000 Students	175	16.5
	>1000 Students	365	34.3
Percent Minority Student Population	0	58	5.5
	10	146	13.7
	20	263	24.7
	30	248	23.3
	40	111	10.4
	50	85	8.0
	60	97	9.1
	70	17	1.6
	80	18	1.7
	90	11	1.0
	100	6	0.7
Experience of Physical Illness	No	502	47.0
	Yes	567	53.0
Experience of Mental Illness	No	836	78.9
	Yes	224	21.1
Days Absent for Illness	Less than 5 days	998	93.9
	More than 5 days	65	6.1

With respect to illness related to work, slightly more than half (53%) of the respondents reported having experienced physical illness which they believe is related to stress in their work, while 21.1 percent reported experiencing mental illness related to work stress. In contrast, an overwhelming majority (93.9%) of the respondents reported that they missed fewer than five days of work for reasons of illness.

III. EVENTS' RATINGS

Table II presents each of the events ranked in order from the most stressful to the least stressful relative to the stress level associated with the first week of school. For each event, the mean rating value or stress average, and standard deviation are given.

The most stressful event for the Portland teachers sampled is Involuntarily Being Transferred. The baseline indicator, the First Week of School, is ranked 12th among the group of 36 events.

An analysis of the 1977 Chicago Teaching Stress Events Inventory revealed that the ratings of the events clustered around four themes: Priority Concerns, Management Tension, Doing a Good Job, and Pedagogical Functions. In looking at the results of the Portland Study, these same four themes emerge.

The first cluster of events are Priority Concerns, involving issues related to violence and student discipline in schools. Priority concern events are managing disruptive children, threatened with personal injury, colleague assaulted in school, and target of verbal abuse by students. The rankings of each of these events for both the Chicago and Portland study follow:

EVENT	CHICAGO	PORTLAND
Managing Disruptive Children	2	4
Threatened with Personal Injury	4	3
Colleague Assaulted in School	7	8
Target of Verbal Abuse by Students	11	10

TABLE II

STRESS EVENTS BY RANK PORTLAND STUDY OF TEACHERS

RANK	DESCRIPTION	STRESS AVERAGE	STANDARD DEVIATION	ITEM NO.
1.	Involuntarily Transferred	745.5	238.0	11
2.	Notification of Unsatisfactory Performance	708.1	269.1	6
3.	Threatened With Personal Injury	657.9	289.9	16
4.	Managing Disruptive Children	652.2	242.8	12
5.	Preparing For A Strike	640.8	277.2	8
6.	Denial of Promotion or Advancement	628.4	266.6	34
7.	Overcrowded Classroom	626.7	237.5	7
8.	Colleague Assaulted in School	600.6	293.6	3
9.	Disagreement With Supervisor	570.7	257.2	29
10.	Target of Verbal Abuse by Students	554.4	263.8	21
11.	Maintaining Self Control When Angry	502.8	261.0	18
12.	The First Week of the School Year	500.0	-0-	1
13.	Reorganization of Classes or Program	495.0	220.0	2
14.	Teaching Physically or Mentally Handicapped Children	488.2	269.0	28
15.	Disagreement with Another Teacher	487.7	252.1	36
16.	Change in Duties/Work Responsibilities	476.9	240.0	9
17.	Dealing With Student Racial Issues	472.7	249.8	35
18.	Lack of Availability of Books and Supplies	461.0	248.0	23
19.	Dealing with Community Racial Issues	460.0	240.1	17
20.	Supervising Student Behavior Outside the Classroom	455.4	249.9	15
21.	Teaching Students who are "below average" in achievement level	444.6	249.7	25
22.	Implementing Board of Education Curriculum Goals	441.1	248.8	13
23.	Taking Additional Course Work for Promotion	439.2	264.2	27
24.	Seeking Principal's Intervention in a Discipline matter	427.7	244.3	31
25.	Evaluating Student Performance or Giving Grades	427.1	234.0	22
26.	Talking to Parents About Their Child's Problems	407.0	219.5	19
27.	Teacher-Parent Conferences	403.9	221.2	30
28.	Dealing With Staff Racial Issues	390.5	233.3	24
29.	Voluntarily Transferred	388.7	245.8	4
30.	Maintaining Student Personnel and Achievement Records	384.4	228.2	32
31.	Having a Research or Training Program From outside in the school	382.6	228.7	33
32.	Conference with Principal/Supervisor	372.4	230.5	10
33.	Dealing with Students Whose Primary Language is not English	382.6	228.7	33
34.	Developing and Completing Daily Lesson Plans	355.0	231.4	14
35.	Attendance at In-Service Meetings	345.6	230.2	5
36.	Lavatory Facilities for Teachers are not clean or comfortable	338.4	227.5	26

The second cluster of events are referred to as Management Tension. They include involuntarily transferred, overcrowded classrooms, notice of unsatisfactory performance, lack of books and supplies, reorganization of programs and classes, implementation of Board of Education curriculum goals, denial of promotion or advancement, and disagreement with supervisor. These events represent actions or decisions over which teachers have little or no control. In effect, they are stressful situations imposed upon teachers by management, thereby placing teachers in the position of having to live with or adapt to the constraints. The rankings for each of these events and others which can also be considered as management tension, for both the Chicago and Portland study follow:

EVENT	CHICAGO	PORTLAND
Involuntarily Transferred	1	1
Overcrowded Classroom	5	7
Notice of Unsatisfactory Performance	3	2
Lack of Books and Supplies	6	18
Reorganization of Programs and Classes	8	13
Implementation of Board of Education Curriculum Goals	9	22
Denial of Promotion and Advancement	10	6
Disagreement with Supervisor	12	9
Change in Duties and Work Responsibilities	19	16
Supervising Student Behavior Outside Classroom	18	20

While for both groups, management tension represents the second most stressful category of events, the Chicago teachers have rated these events, as a category, higher and therefore more stressful than have the Portland teachers. Looking at the above rankings, it is interesting to note that lack of books and supplies and implementing Board of Education curriculum goals are both significantly more stressful for Chicago teachers than for Portland teachers.

The third cluster of events identified in the Chicago analysis involves "Doing a Good Job." These themes are best characterized by the events, maintaining self control when angry and teaching below average children. These are

considered to be important professional responsibilities. The Chicago teachers ranked these two events 14th and 15th respectively while the Portland teachers ranked them 11th and 21st.

The lowest ranked or least stressful events cluster around the theme of Pedagogical Functions. As per the Chicago analysis these events include teacher-parent conferences, dealing with bilingual students, discussion of children's problems with their parents, taking additional coursework for promotion, attending in-service meetings, evaluating students, conferences with the principal, and doing lesson plans. The rankings for each of these events for both the Chicago and Portland study follow:

EVENT	CHICAGO	PORTLAND
Teacher Parent Conferences	35	27
Dealing with Bilingual Students	34	33
Discussion of Children's Problems with Parents	33	26
Taking Additional Course Work for Promotion	32	23
Attending In-Service Meetings	31	35
Evaluating Students	29	25
Conference with Principal	28	32
Developing Daily Lesson Plans	27	34
Voluntarily Transferred	36	29

Looking at these figures, it is interesting to note that taking additional course-work for promotion is relatively less stressful for Chicago teachers than for Portland teachers.

There are some other interesting differences between the two cities' responses. Preparing for a strike is a highly stressful situation, ranked 5th (average score 640.8), by Portland teachers. This same event is ranked 17th (average score 466.8) by Chicago teachers. The difference in stress levels may be a result of greater union activity among Chicago teachers who may perceive strikes as more commonplace events.

Teaching physically or mentally handicapped children is relatively more stressful, ranked 14th, for Portland teachers than for Chicago teachers (event ranked 24th). Implementing Board of Education Goals is considerably more stressful, ranked 9th, for Chicago teachers than for Portland teachers (event ranked 22nd). Maintaining student personnel and achievement records is also more stressful, ranked 16th, for Chicago teachers than for Portland teachers (event ranked 30th).

IV. SUBGROUPS OF COMPARISONS BY STRESS EVENTS

Many of the subgroups of teachers were examined to discern if there were any differences among the groups in their perceptions of work-related stress. Percentages of responses to each event were calculated for each of the subgroups - sex, age, percent of minority student population, and experience of physical and mental illness, - for three score/rating ranges, 0-400, 400-600, 600->1000. These score ranges were selected for the purpose of determining what percentage of the subgroups were scoring the events in the low stress range (0-400), the medium or moderate stress range (400-600), and the high stress range (600->1000). The medium or moderate stress range (400-600) is associated with the level of stress for the first week of school.

The general conclusion from looking at the calculations is that there are no significant differences between the subgroups of teachers in their perceptions of work related stress. This is to say that generally, all the teachers surveyed, regardless of sex, age or any other characteristic, rate the events in the same way. There are some interesting differences between subgroups of teachers in their rating of specific events. These differences as well as other observations, by subgroups, are noted below.

Stress Events by Sex

Table III presents the percentage of male and female teachers scoring each event in each of three score ranges, 0-400, 400-600, 600-≯1000. Keep in mind the score range, 400-600, approximates the level of stress associated with the first week of school, the baseline indicator. Essentially the data is grouped horozontally and vertically according to whether the event was ranked above or below the level of stress for the first week of school. The first week of school, ranked 12th, has been omitted from the table.

A summary of the mean percentage of male and female teachers scoring the first 11 events (ranked above the first week of school) in any of the three score ranges follows:

MEAN % TEACHERS SCORING EVENTS 1-11

SUBGROUP	SCORE 0-400	SCORE 400-600	SCORE 600-≯1000
Male	22.5	29.2	48.4
Female	21.7	30.9	47.4

Upon examination of the summary data, it is evident that there are no significant differences between the subgroups in their stress ratings. The high percentage of teachers scoring in the range 600-≯1000 is expected for these events (1-11) as they represent the high stress events with average scores above 500. It is interesting to note that approximately 30 percent of all male and female teachers sampled scored all the events, on the average, in the range 400-600, the base stress level.

Referring back to Table III, there are three events among the first 11 which exhibit significant differences in the stress scores between men and women teachers: threatened with personal injury, target of verbal abuse by students and maintaining self control when angry.

TABLE III

STRESS EVENTS BY SCORE
AND BY SEX
PORTLAND STUDY OF TEACHERS

Rank	Item	Description	Score: 0-400 Percent Male	Score: 0-400 Percent Female	Score: 400-600 Percent Male	Score: 400-600 Percent Female	Score: 600->1000 Percent Male	Score: 600->1000 Percent Female
1	11	Involuntarily Transferred	9.9	7.3	19.8	24.8	70.3	68.0
2	6	Notification of Unsatisfactory Perfor.	16.6	11.3	21.1	27.1	62.3	61.6
3	16	Threatened w/personal Injury	23.0	17.7	29.8	23.3	47.2	59.0
4	12	Managing Disruptive Children	16.2	18.1	31.1	33.3	52.7	48.6
5	8	Preparing for a Strike	19.5	20.6	33.9	29.6	46.6	49.7
6	34	Denial Promotion/Advancement	22.8	18.4	31.7	34.2	45.6	47.3
7	7	Overcrowded Classroom	17.9	16.4	37.9	34.2	44.2	49.9
8	3	Colleague Assaulted in School	28.2	26.8	26.4	29.4	45.5	43.8
9	29	Disagreement w/Supervisor	28.0	25.2	32.9	39.6	39.1	35.2
10	21	Target of Verbal Abuse by Students	29.8	32.5	27.7	33.3	42.6	34.2
11	18	Maintaining Self Control When Angry	35.8	44.9	28.5	30.7	35.8	24.4
13	2	Reorganization of Classes or Program	35.7	34.3	44.9	42.9	19.4	22.7
14	28	Teaching Physically or Mentally Handicapped Children	38.7	45.2	34.1	29.0	27.2	25.8
15	36	Disagreement w/Another Teacher	43.4	38.6	31.6	32.2	25.0	29.2
16	9	Duties/Work Responsibilities	37.2	44.0	38.3	35.6	24.5	20.4
17	35	Dealing with Student Racial Issues	41.2	43.4	31.6	34.7	27.2	21.8
18	23	Lack of Availability of Books & Supplies	43.9	49.5	29.9	31.0	26.2	19.5
19	17	Dealing w/Community Racial Issues	41.7	43.4	38.6	35.5	19.7	21.1
20	15	Super. Student Behavior outside Classrm.	40.0	52.8	36.5	47.2	23.5	17.8
21	25	Teaching Students who are Below Average	45.7	56.1	26.3	27.3	27.9	16.5
22	13	Implementing Board of Education Curriculum Goals	46.2	50.6	30.0	26.8	23.9	23.2
23	27	Taking Add. Course Work for Promotion	46.4	56.7	27.9	25.4	25.6	17.9
24	31	Seeking Prin.'s Intervention in Discipline	45.2	53.5	30.4	31.9	24.4	12.5
25	22	Eval. Student Perfor. or Giving Grades	51.6	50.7	32.1	35.2	16.3	14.1
26	19	Talking w/Parents about child's Problems	52.8	55.0	31.2	33.2	16.0	11.8
27	30	Teacher-Parent Conferences	51.0	64.5	34.2	38.6	14.9	12.0
28	24	Dealing w/Staff Racial Issues	55.3	58.4	32.2	28.5	12.5	13.1
29	4	Voluntarily Transferred	58.6	53.6	25.8	35.0	15.6	11.4
30	32	Main. Student Personnel & Achiev. Records	60.4	56.3	25.8	24.8	13.7	12.6
31	33	Have Research or Training Programs from Outside School	56.7	62.3	30.3	27.8	13.0	9.9

TABLE III COND.

Rank	Item	Description	Score: 0-400 Percent		Score: 400-600 Percent		Score: 600->1000 Percent	
			Male	Female	Male	Female	Male	Female
32	10	Conference w/Principal/Supervisor	57.9	62.2	29.2	27.2	12.9	10.3
33	20	Dealing w/Students whose Primary Language not English	58.0	69.4	30.6	19.8	11.3	10.8
34	14	Developing & Completing Daily Lesson	61.8	71.5	25.7	19.1	12.5	9.4
35	5	Attendance at Inservice Meetings	63.5	74.7	23.9	16.4	12.6	9.6
36	26	Lavatory Fac. Not Clean or Comfortable	67.4	68.2	23.6	22.1	9.0	9.6

- 11.8 percent more women than men teachers scored threatened with personal injury as a high stress event (600->1000). The difference among the men was fairly evenly distributed among the other two score ranges.
- 8.4 percent more men than women teachers found target of verbal abuse by students to be a high stress event. In contrast, 5.6 percent more women than men scored this event in the 400-600 range.
- 11.4 percent more men than women teachers found maintaining self control when angry to be a high stress event. In contrast, 9.1 percent more women than men teachers scored this event in the low stress range.

A summary of the mean percentage of male and female teachers scoring the 24 events ranked below the first week of school in any of the three score ranges follows:

MEAN % TEACHERS SCORING EVENTS 13-36

SUBGROUP	SCORE 0-400	SCORE 400-600	SCORE 600->1000
Male	48.8	31.3	18.9
Female	53.4	30.3	15.9

The summary data shows that there are no significant differences between subgroups in their stress scores. The high percentage of teachers scoring in the range 0-400 is to be expected as events 13-36 represent the relatively low stress events with average scores below 500. Again, approximately 30 percent of the men and women teachers are scoring the events in the middle range, 400-600.

Referring back to Table III for events 13-36, there are 4 events which exhibit significant differences in the stress scores between men and women teachers: lack of availability of books and supplies, teaching below average students, taking additional coursework for promotion , seeking the principal's intervention in disciplinary matters, supervising student behavior outside the

classroom, and voluntarily transferred.

- 11.4 percent more men than women teachers scored teaching below average students as a high stress event. In contrast 10.4, percent more women than men teachers scored this event in the low range.
- 7.7 percent more men than women teachers found taking additional coursework for promotion to be a high stress event. In contrast, 10.3 percent more women than men teachers scored this as a low stress event.
- 9.7 percent more women than men teachers found seeking the principal's intervention in disciplinary matters to be a low stress event. In comparison, 6.6 percent more men than women teachers scored this event in the 400-600 range.
- About 10 percent more women than men teachers scored supervising student behavior outside the classroom and voluntarily transferred in the middle range, 400-600. In comparison, the differences among the men were fairly evenly distributed at the extreme ranges.

Stress Events by Age

Table IV presents the percentage of teachers by age scoring each event in each of the three score ranges, 0-400, 400-600, 600->1000. A summary of the mean percentage of teachers by age scoring the first 11 events follows:

MEAN % BY TEACHER AGE SCORING EVENTS 1-11

SUBGROUP BY AGE	SCORE 0-400	SCORE 400-600	SCORE 600->1000
Less than 30	21.0	31.2	44.1
31-40	19.7	27.1	51.9
41-50	18.3	29.9	49.4
51-65	26.4	28.9	43.2

TABLE IV

STRESS EVENTS BY SCORE AND AGE
PORTLAND STUDY OF TEACHERS

RANK	ITEM	DESCRIPTION	SCORE: 0-400 PERCENT OF AGE				SCORE: 400-600 PERCENT OF AGE				SCORE: 600->1000 PERCENT OF AGE			
			<30	31-40	41-50	51-65	<30	31-40	41-50	51-65	<30	31-40	41-50	51-65
1	11	Involuntary Transferred	9.4	5.4	9.6	11.1	23.3	21.9	16.2	29.2	67.2	72.7	74.3	59.6
2	6	Notification of Unsatisfactory Performance	11.1	9.5	18.0	18.2	28.3	18.7	25.0	29.4	60.5	71.8	57.0	52.4
3	16	Threatened with Personal Injury	18.0	16.4	20.1	27.7	32.0	23.8	23.2	27.7	50.0	59.9	56.7	44.5
4	12	Managing Disruptive Children	22.8	15.9	12.6	18.7	28.6	34.3	35.4	30.2	48.7	49.8	52.0	51.1
5	8	Preparing for a Strike	23.7	19.9	13.7	23.6	20.6	19.1	22.2	11.5	44.3	46.2	54.9	48.5
6	34	Denial Promotion/Advancement	20.6	17.1	17.6	28.2	41.8	28.0	34.6	31.4	37.6	54.9	47.7	40.4
7	7	Overcrowded Classroom	15.8	16.3	14.1	21.9	37.9	32.9	36.2	38.1	46.3	50.8	49.7	40.0
8	3	Colleague Assaulted in School	26.0	23.8	27.2	34.1	30.7	28.0	26.5	27.4	43.3	48.3	46.3	38.5
9	29	Disagreement with Supervisor	25.0	21.8	24.1	37.1	41.3	34.9	42.3	30.1	33.8	43.3	33.5	32.8
10	21	Target of Verbal Abuse by Students	39.0	31.5	26.2	29.1	31.4	29.5	31.1	32.0	29.7	39.1	42.6	38.8
11	18	Maintaining Self Control When Angry	49.5	39.2	35.3	40.8	26.9	27.0	35.9	31.0	23.6	33.9	22.8	28.2
13	2	Reorganization of Classes or Program	36.0	34.4	26.7	41.8	47.2	39.6	48.7	43.1	16.9	26.0	24.6	15.1
14	28	Teaching Physically or Mentally Handicapped Children	45.8	50.0	35.5	40.9	30.1	25.7	39.1	32.8	24.2	28.4	25.4	26.3
15	36	Disagreement with Another Teacher	37.6	42.7	38.9	42.1	34.7	29.2	32.6	33.3	27.6	28.1	28.6	24.6
16	9	Duties/Work Responsibilities	43.4	36.6	41.0	45.5	38.0	37.2	34.8	37.0	18.7	26.2	24.2	17.5
17	35	Dealing with Student Racial Issues	45.7	43.2	34.9	45.7	35.4	30.2	38.4	32.0	18.9	27.3	26.7	22.3
18	23	Lack of Availability of Books and Supplies	50.0	46.2	39.3	52.6	31.4	28.9	34.8	28.3	18.6	24.9	25.8	19.1
19	17	Dealing with Community Racial Issues	46.4	26.7	35.3	48.4	37.7	22.5	41.2	35.8	15.9	15.8	23.5	15.8
20	15	Supervising Student Behavior Outside Classroom	59.4	49.0	37.9	28.2	29.1	29.9	35.3	24.9	11.4	21.0	26.8	14.1
21	25	Teaching Students who are Below Average	56.6	53.5	39.4	55.7	28.3	24.7	32.1	24.1	15.0	21.7	28.5	20.3
22	13	Implementing Board of Education Curriculum Goals	63.4	54.9	47.2	44.1	25.6	28.8	32.9	25.5	11.0	16.3	19.9	30.4
23	27	Taking Additional Course Work for Promotion	50.6	51.4	48.5	58.2	29.1	24.8	26.6	26.9	20.3	23.8	24.9	14.8
24	31	Seeking Principal's Intervention in Discipline	53.2	51.9	53.4	45.9	36.1	28.4	26.7	35.9	11.4	19.7	19.9	18.2
25	22	Evaluating Student Performance or Giving Grades	58.6	58.6	37.9	45.5	29.3	29.4	42.8	35.7	11.5	11.9	19.3	18.8
26	19	Talking with Parents about Child's Problems	43.6	58.3	42.9	57.4	42.5	28.2	28.6	27.8	13.8	13.5	10.3	14.8
27	30	Teacher-Parent Conferences	51.9	56.3	47.9	57.0	33.3	31.2	41.5	31.5	14.7	12.5	10.5	11.5
28	24	Dealing with Staff Racial Issues	54.5	59.9	48.4	62.8	30.1	27.5	40.6	24.4	15.4	12.6	10.9	12.8
29	4	Voluntarily Transferred	56.3	49.2	58.7	62.8	33.3	31.4	31.3	27.4	10.4	19.4	10.0	9.8
30	32	Maintain Student Personnel and Achievement Records	67.4	63.5	52.5	61.9	23.3	21.7	37.3	21.6	9.3	14.8	10.2	16.5
31	33	Have Research or Training Programs from Outside School	69.2	59.4	58.6	53.3	26.7	27.3	28.0	34.1	4.1	13.3	13.4	12.6
32	10	Conference with Principal/Supervisor	60.7	57.7	60.9	63.4	26.6	29.5	27.6	27.7	12.7	12.8	11.5	8.9
33	20	Dealing with Students whose Primary Language is not English	67.9	70.5	53.2	61.6	19.5	18.6	37.3	27.0	12.6	10.9	9.5	11.4
34	14	Developing and Completing Daily Lesson	77.3	69.6	60.9	60.1	16.3	22.7	28.0	20.7	6.4	7.7	10.9	19.2
35	5	Attendance at Inservice Meetings	79.9	69.9	60.4	68.3	11.1	19.1	24.3	23.1	9.0	10.9	15.4	8.5
36	26	Lavatory Facilities not Clean or Comfortable	71.7	67.4	71.7	61.8	26.1	23.1	17.9	23.6	2.2	9.5	10.3	14.6

The summary data shows there are no significant differences between the subgroups in their stress ratings. A slightly higher percentage (26.4) of older teachers, age 51-65, scored these 11 events in the low stress range. Consistent with the findings for the subgroup sex, about 30% of the group is scoring all the events in the middle range.

Referring to Table IV, there are several individual events which exhibit significant differences in the stress scores between teachers of varying age groups.

- 27.7 percent of the oldest teachers, age 51-65, scored threatened with personal injury as a low stress event. This response rate is 35 percent greater than the mean percentage (20.5) of all teachers scoring this event in this range.
- 28.2 percent of the oldest teachers, age 51-65, scored denial of promotion or advancement as a low stress event. This response rate is 35 percent higher than the mean percentage (20.8) of all teachers scoring this event in this range.
- 37.1 percent of the oldest teachers, age 51-65, scored disagreement with supervisor as a low stress event. This response rate is 37 percent higher than the mean percentage (27.0) of all teachers scoring this event in this range.
- 39.0 percent of the youngest teachers, age less than 30, scored target of verbal abuse by students as a low stress event. This response rate is 24 percent higher than the mean percentage (31.5) of all teachers scoring this event in this range.

- 49.5 percent of the youngest teachers, age less than 30, scored maintaining self control when angry as a low stress event. This response rate is 20 percent higher than the mean percentage (41.2) of all teachers scoring this event in this range.

A summary of the mean percentage of teachers by age scoring events 13-36 follows:

MEAN % BY TEACHER AGE SCORING EVENTS 13-36

SUBGROUP BY AGE	SCORE 0-400	SCORE 400-600	SCORE 600->1000
Less than 30	53.8	30.0	13.8
31-40	53.4	27.5	17.9
41-50	47.2	33.7	18.4
51-65	53.3	29.9	16.7

There are no significant differences between the subgroups in their stress ratings. A slightly lower percentage (47.2) of teachers, age 41-50, scored these events in the expected 0-400 range. The difference is offset by the higher percentage scoring between 400-500 (from raw data) in the middle range. Again, approximately 30 percent of the entire group is scoring the events in the middle range.

Referring back to Table IV, there are some significant differences between the subgroups in the stress scores.

- In 13 out of 24 events, a significantly smaller percentage of teachers, age 41-50, scored these events in the expected 0-400 range. The difference can be found in the middle, 400-600, range. Among the events included in this group are: teaching handicapped children, dealing with racial issues, and dealing with bilingual or below average students.

- 30.4 percent of the teachers, age 51-65, found implementing Board of Education curriculum goals to be a high stress event. This response rate is compared with the average percentage (20.3) of all teachers scoring this event in this range.
- 19.4 percent of the teachers, age 31-40, found voluntarily transferred to be a high stress event. This response rate is compared with the average percentage (12.4) of all teachers scoring this event in this range.

Stress Events by Physical Illness

Table V presents the percentage of teachers who have/have not experienced physical illness related to work stress scoring each event in each of three score ranges, 0-400, 400-600, 600-≥1000. A summary of the mean percentage of teachers by experience of physical illness scoring events 1-11 follows:

MEAN % OF TEACHERS BY PHYSICAL ILLNESS SCORING EVENTS 1-11

SUBGROUP	SCORE 0-400	SCORE 400-600	SCORE 600-≥1000
No Physical Illness	25.3	32.2	42.2
Yes Physical Illness	19.5	27.9	53.3

The summary data shows a higher percentage of teachers who have experienced physical illness due to work related stress than those who have not scoring these events in the high stress range 600-≥1000. Conversely, there is a higher percentage of teachers who have not experienced physical illness than those who have scoring these events in the low stress range. Given this particular subgrouping these differences would make sense. People who feel they are experiencing physical illness due to work related stress would be more sensitive to stress events. Still,

TABLE V

STRESS EVENTS BY SCORE AND BY
EXPERIENCE OF PHYSICAL ILLNESS
RELATED TO WORK STRESS
PORTLAND STUDY OF TEACHERS

RANK	ITEM	DESCRIPTION	SCORE 0-400		SCORE 400-600		SCORE 600->1000	
			EXPERIENCE OF PHYSICAL ILLNESS					
			NO	YES	NO	YES	NO	YES
1	11	Involuntary Transferred	9.8	7.1	28.9	16.5	61.2	76.4
2	6	Notification of Unsatisfactory Performance	15.5	13.2	25.2	20.9	58.7	70.5
3	16	Threatened with Personal Injury	22.3	17.9	34.6	18.7	43.0	63.3
4	12	Managing Disruptive Children	21.7	13.1	37.5	27.9	40.7	58.9
5	8	Preparing for a Strike	22.6	17.8	33.0	30.0	44.3	52.2
6	34	Denial Promotion/Advancement	23.3	17.8	28.6	33.9	44.5	48.2
7	7	Overcrowded Classroom	20.1	14.4	39.3	32.9	40.5	52.6
8	3	Colleague Assaulted in School	26.5	28.0	30.5	25.8	42.9	46.2
9	29	Disagreement with Supervisor	31.2	22.6	39.3	34.6	30.4	42.8
10	21	Target of Verbal Abuse by Students	35.9	26.8	32.0	30.1	32.0	43.1
11	18	Maintaining Self Control When Angry	46.5	35.6	25.8	32.3	26.3	32.1
13	2	Reorganization of Classes or Program	36.1	34.1	47.6	40.6	16.3	25.4
14	28	Teaching Physically or Mentally Handicapped Children	43.0	41.7	35.6	27.2	21.4	31.1
15	36	Disagreement with Another Teacher	47.2	32.1	32.1	32.1	20.7	33.5
16	9	Duties/Work Responsibilities	46.4	36.0	39.5	34.5	14.0	29.5
17	35	Dealing with Student Racial Issues	46.6	38.6	34.8	32.3	18.6	29.1
18	23	Lack of Availability of Books and Supplies	48.4	46.8	32.9	28.2	18.7	25.7
19	17	Dealing with Community Racial Issues	46.9	38.6	36.5	37.7	16.6	23.7
20	15	Supervising Student Behavior Outside Classroom	52.3	41.9	32.9	32.8	14.8	25.3
21	25	Teaching Students who are Below Average	58.3	45.3	23.7	29.7	17.9	25.0
22	13	Implementing Board of Education Curriculum Goals	59.2	45.7	27.9	28.9	12.8	25.5
23	27	Taking Additional Course Work for Promotion	57.6	47.5	26.9	26.5	15.5	26.0
24	31	Seeking Principal's Intervention in Discipline	56.7	45.6	30.9	31.9	12.4	22.4
25	22	Evaluating Student Performance or Giving Grades	56.7	45.7	31.6	36.3	11.7	18.0
26	19	Talking with Parents about Child's Problems	58.6	49.7	30.1	34.2	11.2	16.1
27	30	Teacher-Parent Conferences	58.0	50.0	32.4	35.3	9.5	14.7
28	24	Dealing with Staff Racial Issues	62.1	63.9	30.4	36.1	7.5	21.3
29	4	Voluntarily Transferred	60.7	51.5	30.5	30.9	8.8	17.5
30	32	Maintain Student Personnel and Achievement Records	64.6	58.5	25.3	25.8	10.1	15.7
31	33	Have Research or Training Programs from Outside School	63.4	55.9	26.9	31.3	9.6	12.7
32	10	Conference with Principal/Supervisor	63.4	57.5	28.1	28.1	8.5	14.4
33	20	Dealing with Students whose Primary Language is not English	66.9	62.2	22.1	26.7	10.9	11.1
34	14	Developing and Completing Daily Lesson	70.2	64.3	22.5	22.0	7.3	13.7
35	5	Attendance at Inservice Meetings	77.3	62.5	16.3	22.9	6.4	14.6
36	26	Lavatory Facilities not Clean or Comfortable	69.2	66.6	21.2	24.1	9.7	9.3

approximately 30% of the total group is scoring the events in the middle range, 400-600. There are significant differences between these two subgroups of teachers for many of the events. This is reflected in the differences in the mean response rates.

A summary of the mean percentage of teachers by experience of physical illness scoring events 13-36 follows:

MEAN % OF TEACHERS BY PHYSICAL ILLNESS SCORING EVENTS 13-36

SUBGROUP	SCORE 0-400	SCORE 400-600	SCORE 600-≥1000
No Physical Illness	57.1	29.9	12.9
Yes Physical Illness	49.3	30.7	20.9

The summary data for events 13-36 shows a reversal of the summary for events 1-11. Higher percentages of those teachers not experiencing physical illness due to work related stress are scoring the events in the low stress range, while higher percentages of those teachers experiencing physical illness are scoring these "low stress events" in the high stress range. Again, given this particular subgrouping these differences are reasonable. About 30 percent of the entire group is scoring these events in the middle range. Significant differences in stress scores for many individual events do exist as evident by the mean response rates in the summary data.

Stress Events by Mental Illness

Table VI presents the percentage of teachers who have/have not experienced mental illness related to work stress scoring each event in each of three score ranges, 0-400, 400-600, 600- 1000. A summary of the mean percentage of teachers by experience of mental illness scoring events 1-11 follows on the next page.

MEAN % OF TEACHERS BY MENTAL ILLNESS SCORING EVENTS 1-11

SUBGROUP	SCORE 0-400	SCORE 400-600	SCORE 600- 1000
No Mental Illness	19.9	31.1	47.4
Yes Mental Illness	20.6	26.5	52.6

The summary data shows a higher percentage of teachers who have experienced mental illness due to work related stress than those who have not scoring these events in the high stress range, 600- 1000. This difference between the two subgroups of teachers is offset by a higher percentage of teachers who have not experienced mental illness over those who have scoring in the middle range, 400-600. There are significant differences in response rates between the teacher subgroups for about 55 percent of the events. This is reflected in the mean response rates in the summary data.

A summary of the mean percentage of teachers by experience of mental illness scoring events 13-36 follows.

MEAN % OF TEACHERS BY MENTAL ILLNESS SCORING EVENTS 13-36

SUBGROUP	SCORE 0-400	SCORE 400-600	SCORE 600- 1000
No Mental Illness	53.9	30.6	15.5
Yes Mental Illness	48.7	27.8	23.0

Similar to the first 11 events, the summary data shows a higher percentage of teachers who have not experienced mental illness over those who have scoring events 13-36 in the low stress range. In contrast, a higher percentage of teachers who have experienced mental illness scored these events in the high stress range. As evident by the mean response rates, significant differences between the teacher subgroups exist for about 66 percent of the individual events.

TABLE VI
STRESS EVENTS BY SCORE AND BY
EXPERIENCE OF MENTAL ILLNESS
RELATED TO WORK STRESS
PORTLAND STUDY OF TEACHERS

RANK	ITEM	DESCRIPTION	SCORE 0-400		SCORE 400-600		SCORE 600->1000	
			EXPERIENCE OF MENTAL ILLNESS					
			NO	YES	NO	YES	NO	YES
1	11	Involuntary Transferred	8.6	7.8	23.8	18.2	67.5	74.0
2	6	Notification of Unsatisfactory Performance	13.7	13.7	25.9	18.6	60.3	67.7
3	16	Threatened with Personal Injury	19.2	23.2	28.2	18.3	52.6	56.1
4	12	Managing Disruptive Children	17.9	14.9	33.9	26.8	49.5	58.2
5	8	Preparing for a Strike	19.4	23.2	32.8	26.8	47.7	50.0
6	34	Denial Promotion/Advancement	21.2	16.8	32.1	36.4	46.6	46.9
7	7	Overcrowded Classroom	17.3	16.3	36.3	33.7	46.5	50.0
8	3	Colleague Assaulted in School	26.8	30.0	28.8	25.6	44.4	44.4
9	29	Disagreement with Supervisor	28.6	18.5	38.6	29.0	32.8	52.5
10	21	Target of Verbal Abuse by Students	32.0	29.1	32.2	25.7	35.8	45.3
11	18	Maintaining Self Control When Angry	42.9	33.3	28.9	32.2	28.1	34.4
13	2	Reorganization of Classes or Program	35.1	33.9	45.1	39.2	19.8	25.4
14	28	Teaching Physically or Mentally Handicapped Children	44.5	34.8	31.6	29.9	23.9	26.2
15	36	Disagreement with Another Teacher	42.0	36.2	32.7	28.2	25.3	35.6
16	9	Duties/Work Responsibilities	42.3	36.4	37.2	35.3	20.5	28.3
17	35	Dealing with Student Racial Issues	42.5	42.8	35.2	25.2	22.4	32.1
18	23	Lack of Availability of Books and Supplies	47.0	46.2	32.3	23.9	20.7	29.8
19	17	Dealing with Community Racial Issues	43.5	36.3	36.9	35.6	19.6	24.4
20	15	Supervising Student Behavior Outside Classroom	49.1	39.7	34.0	25.7	16.8	34.6
21	25	Teaching Students who are Below Average	52.6	48.6	28.2	22.2	19.3	29.1
22	13	Implementing Board of Education Curriculum Goals	54.9	42.9	27.5	31.2	17.6	26.5
23	27	Taking Additional Course Work for Promotion	53.9	46.0	27.0	23.9	19.1	30.1
24	31	Seeking Principal's Intervention in Discipline	53.4	42.4	30.4	33.9	16.2	23.6
25	22	Evaluating Student Performance or Giving Grades	52.4	46.6	35.0	28.1	12.5	25.3
26	19	Talking with Parents about Child's Problems	54.8	51.1	33.1	29.7	12.0	19.2
27	30	Teacher-Parent Conferences	54.6	50.9	35.2	28.1	10.2	20.9
28	24	Dealing with Staff Racial Issues	57.3	54.8	29.9	31.5	12.7	13.7
29	4	Voluntarily Transferred	58.2	46.9	30.6	32.4	11.2	20.7
30	32	Maintain Student Personnel and Achievement Records	62.5	58.9	26.0	21.7	11.5	19.4
31	33	Have Research or Training Programs from Outside School	60.8	56.8	28.8	28.1	10.4	15.1
32	10	Conference with Principal/Supervisor	62.5	52.3	27.8	29.3	9.7	18.4
33	20	Dealing with Students whose Primary Language is not English	63.8	67.1	25.8	19.5	10.5	13.4
34	14	Developing and Completing Daily Lesson	68.1	63.2	22.7	19.3	9.1	17.5
35	5	Attendance at Inservice Meetings	70.4	65.7	19.1	21.3	10.5	13.0
36	26	Lavatory Facilities not Clean or Comfortable	67.9	67.9	22.7	23.4	9.4	8.8

Stress Events by Percent Minority Student Population

Table VII presents the percentage of teachers by their school's minority student population scoring each event in each of three score ranges, 0-400, 400-600, 600-$\rangle$1000. A summary of the mean percentage of teachers by subgroups scoring the first 11 events follows:

MEAN % OF TEACHERS BY % MINORITY STUDENT POPULATION IN SCHOOL
SCORING EVENTS 1-11

SUBGROUP	SCORE 0-400	SCORE 400-600	SCORE 600-$\rangle$1000
0-10 % Min. Pop.	22.5	32.9	44.5
20	20.9	29.8	49.1
30	22.4	26.2	51.1
40	21.2	31.5	47.2
50	24.8	33.9	45.5
60	23.3	27.6	49.0
70-100	20.3	34.2	45.4

The summary data shows that there are no significant differences in response rates between the subgroups. There is a fairly even distribution of teachers across all subgroups scoring events 1-11 in the low stress range. There are some differences between response rates in the middle and high score ranges. The range in percentage values for the score range 600-$\rangle$1000 is 6.6, from a high value of 51.1 percent of the teachers from schools with 30% minority students to a low value of 44.4 percent of the teachers from schools with 0 to 10% minority students.

A summary of the mean percentage of teachers by subgroup scoring events 13-36 follows:

MEAN % OF TEACHERS BY % MINORITY STUDENT POPULATION IN SCHOOL

SCORING EVENTS 13-36

SUBGROUP	SCORE 0-400	SCORE 400-600	SCORE 600->1000
0-10 % Min. Pop.	53.6	28.4	17.2
20	50.7	34.2	17.8
30	50.4	30.5	18.8
40	52.8	32.5	15.4
50	57.5	29.4	13.2
60	54.6	33.9	18.2
70-100	56.3	31.2	11.6

The summary data shows there are no significant differences in response rates between the subgroups. There is a fairly even distribution of teachers across all the subgroups in each of the score ranges.

TABLE VII-1

STRESS EVENTS BY SCORE AND BY PERCENTAGE OF MINORITY STUDENT POPULATION
PORTLAND STUDY OF TEACHERS

RANK	ITEM	DESCRIPTION	SCORE 0-400 PERCENT OF MINORITY STUDENT POPULATION 0 to 10	20	30	40	50	60	70-100
1	11	Involuntary Transferred	7.6	9.5	10.2	10.0	5.9	3.1	8.1
2	6	Notification of Unsatisfactory Performance	18.9	14.1	12.8	7.9	20.0	6.9	10.5
3	16	Threatened with Personal Injury	16.9	19.3	24.6	22.4	14.9	21.4	15.0
4	12	Managing Disruptive Children	17.3	18.3	14.2	16.7	25.9	12.9	22.2
5	8	Preparing for a Strike	21.4	16.0	23.1	16.2	26.7	20.3	20.0
6	34	Denial Promotion/Advancement	19.7	23.7	19.8	22.8	17.7	18.8	11.8
7	7	Overcrowded Classroom	16.3	15.8	19.7	18.1	20.0	15.0	11.1
8	3	Colleague Assaulted in School	24.4	19.2	28.7	28.2	40.3	37.1	30.8
9	29	Disagreement with Supervisor	23.2	24.8	27.4	26.9	27.8	31.6	26.3
10	21	Target of Verbal Abuse by Students	35.9	25.7	29.8	31.9	33.3	40.8	31.8
11	18	Maintaining Self Control When Angry	45.7	43.5	36.3	32.6	40.5	48.8	35.7
13	2	Reorganization of Classes or Program	33.5	33.8	32.7	26.5	45.5	44.6	40.0
14	28	Teaching Physically or Mentally Handicapped Children	46.8	37.5	44.9	38.3	43.3	40.3	51.2
15	36	Disagreement with Another Teacher	47.4	40.5	38.9	33.7	40.8	46.2	27.0
16	9	Duties/Work Responsibilities	45.9	35.4	39.8	34.4	52.6	38.4	54.8
17	35	Dealing with Student Racial Issues	41.2	36.5	44.1	30.8	47.3	57.1	56.1
18	23	Lack of Availability of Books and Supplies	54.8	43.8	44.4	51.1	48.5	40.0	46.3
19	17	Dealing with Community Racial Issues	45.3	39.2	45.2	41.5	42.5	41.7	41.9
20	15	Supervising Student Behavior Outside Classroom	50.9	42.9	44.4	45.7	49.3	46.2	69.8
21	25	Teaching Students who are Below Average	52.9	49.5	45.9	59.6	50.7	51.2	48.9
22	13	Implementing Board of Education Curriculum Goals	54.8	49.8	45.7	53.4	61.1	56.3	65.8
23	27	Taking Additional Course Work for Promotion	51.4	54.9	53.5	47.2	58.1	43.2	51.2
24	31	Seeking Principal's Intervention in Discipline	52.7	50.2	44.4	56.5	47.8	61.9	55.0
25	22	Evaluating Student Performance or Giving Grades	52.1	51.4	43.8	51.1	56.6	59.3	60.0
26	19	Talking with Parents about Child's Problems	55.1	54.6	48.3	56.4	66.7	56.8	41.5
27	30	Teacher-Parent Conferences	58.5	46.5	52.5	55.6	52.8	64.9	57.1
28	24	Dealing with Staff Racial Issues	54.7	55.9	56.5	63.1	54.7	58.8	60.5
29	4	Voluntarily Transferred	47.5	55.9	59.1	56.4	65.2	50.0	60.0
30	32	Maintain Student Personnel and Achievement Records	60.0	60.1	62.9	62.6	67.1	63.6	58.1
31	33	Have Research or Training Programs from Outside School	58.2	60.1	57.7	62.2	69.3	63.3	55.0
32	10	Conference with Principal/Supervisor	62.7	58.7	60.8	64.6	54.5	54.9	60.5
33	20	Dealing with Students whose Primary Language is not English	50.7	58.8	57.4	68.7	78.3	75.0	62.9
34	14	Developing and Completing Daily Lesson	74.1	64.3	60.0	73.3	74.6	63.2	71.4
35	5	Attendance at Inservice Meetings	67.2	70.5	63.5	66.3	74.2	62.9	81.6
36	26	Lavatory Facilities not Clean or Comfortable	67.9	66.1	63.3	68.9	77.4	71.2	74.4

PERCENTAGE OF MINORITY
STUDENT POPULATION
PORTLAND STUDY OF TEACHERS

RANK	ITEM	DESCRIPTION	SCORE 400-600 PERCENT OF MINORITY STUDENT POPULATION 0 to 10	20	30	40	50	60	70-100
1	11	Involuntary Transferred	25.9	22.2	16.9	17.5	40.3	20.0	21.6
2	6	Notification of Unsatisfactory Performance	26.3	23.6	23.9	25.0	26.2	19.4	28.9
3	16	Threatened with Personal Injury	31.5	24.1	20.8	27.1	44.8	21.4	20.0
4	12	Managing Disruptive Children	37.6	25.8	33.3	34.3	29.9	35.3	33.3
5	8	Preparing for a Strike	34.1	28.0	26.9	41.9	31.6	35.6	31.4
6	34	Denial Promotion/Advancement	34.4	34.1	29.0	29.1	38.7	29.7	47.1
7	7	Overcrowded Classroom	37.3	36.0	30.0	35.1	40.0	36.3	48.9
8	3	Colleague Assaulted in School	36.2	34.7	23.0	20.5	19.4	24.3	28.2
9	29	Disagreement with Supervisor	39.9	33.3	34.7	32.6	48.6	32.9	47.4
10	21	Target of Verbal Abuse by Students	32.7	36.4	24.2	37.1	22.7	26.3	34.1
11	18	Maintaining Self Control When Angry	26.5	30.0	25.5	46.3	30.4	22.6	35.7
13	2	Reorganization of Classes or Program	47.6	45.3	42.1	51.0	45.5	25.3	44.4
14	28	Teaching Physically or Mentally Handicapped Children	32.4	30.5	27.5	35.8	40.3	29.0	26.8
15	36	Disagreement with Another Teacher	25.0	29.8	34.7	48.3	32.4	17.9	45.9
16	9	Duties/Work Responsibilities	33.8	41.7	35.2	41.9	36.8	30.1	30.9
17	35	Dealing with Student Racial Issues	38.9	33.5	30.2	39.6	33.8	22.1	36.6
18	23	Lack of Availability of Books and Supplies	18.1	35.2	28.3	28.9	38.2	33.3	51.2
19	17	Dealing with Community Racial Issues	32.8	38.7	36.7	36.6	41.1	33.3	41.9
20	15	Supervising Student Behavior Outside Classroom	29.3	33.0	35.5	35.1	30.7	35.9	18.6
21	25	Teaching Students who are Below Average	29.9	28.2	26.8	24.5	27.4	19.5	28.9
22	13	Implementing Board of Education Curriculum Goals	27.1	30.9	30.7	31.8	20.8	25.5	13.2
23	27	Taking Additional Course Work for Promotion	22.9	26.7	25.9	57.4	22.9	46.6	25.6
24	31	Seeking Principal's Intervention in Discipline	33.3	31.3	31.8	29.3	37.7	21.1	30.0
25	22	Evaluating Student Performance or Giving Grades	30.3	39.2	34.5	32.6	28.9	30.9	35.0
26	19	Talking with Parents about Child's Problems	31.6	29.1	37.1	28.7	25.6	34.6	43.9
27	30	Teacher-Parent Conferences	32.1	39.0	32.1	31.1	36.1	25.9	38.1
28	24	Dealing with Staff Racial Issues	30.8	28.5	34.1	27.4	39.1	19.1	28.9
29	4	Voluntarily Transferred	38.1	31.1	25.0	34.2	27.3	29.0	34.3
30	32	Maintain Student Personnel and Achievement Records	24.7	29.6	21.8	26.4	20.5	27.3	20.9
31	33	Have Research or Training Programs from Outside School	25.4	28.5	28.3	29.1	30.3	35.2	31.6
32	10	Conference with Principal/Supervisor	27.8	31.7	29.6	28.9	22.7	24.1	37.5
33	20	Dealing with Students whose Primary Language is not English	17.6	28.4	31.6	20.5	15.9	19.4	31.4
34	14	Developing and Completing Daily Lesson	15.8	25.4	22.5	21.1	15.5	31.6	21.4
35	5	Attendance at Inservice Meetings	16.4	20.0	22.8	18.6	18.8	24.3	13.2
36	26	Lavatory Facilities not Clean or Comfortable	20.3	24.2	26.1	21.6	16.1	25.0	17.9

TABLE VII-3

STRESS EVENTS BY SCORE AND BY PERCENTAGE OF MINORITY STUDENT POPULATION
PORTLAND STUDY OF TEACHERS

RANK	ITEM		SCORE 600 -> 1000 PERCENT OF MINORITY STUDENT POPULATION 0 to 10	20	30	40	50	60	70-100
1	11	Involuntary Transferred	66.4	68.3	72.9	72.5	53.7	76.9	70.3
2	6	Notification of Unsatisfactory Performance	54.7	62.3	63.3	67.1	53.8	73.6	55.3
3	16	Threatened with Personal Injury	51.6	56.7	54.6	50.6	40.3	57.1	65.0
4	12	Managing Disruptive Children	45.1	55.9	52.5	49.0	44.2	51.8	44.4
5	8	Preparing for a Strike	44.4	56.0	50.0	41.9	41.7	44.1	48.6
6	34	Denial Promotion/Advancement	45.9	42.2	51.2	48.1	43.5	51.6	41.2
7	7	Overcrowded Classroom	46.4	48.2	50.2	46.8	86.8	48.8	40.0
8	3	Colleague Assaulted in School	39.4	46.1	48.3	51.3	40.3	38.6	41.0
9	29	Disagreement with Supervisor	36.9	41.8	37.9	40.4	23.6	35.5	26.3
10	21	Target of Verbal Abuse by Students	31.4	39.7	45.9	30.9	44.0	32.9	38.6
11	18	Maintaining Self Control When Angry	27.8	26.5	38.2	21.1	29.1	28.6	28.6
13	2	Reorganization of Classes or Program	18.8	20.9	25.2	22.4	9.1	30.1	15.6
14	28	Teaching Physically or Mentally Handicapped Children	20.9	32.0	27.5	25.9	16.4	30.6	21.9
15	36	Disagreement with Another Teacher	26.3	29.8	26.4	17.9	26.7	35.9	27.0
16	9	Duties/Work Responsibilities	20.3	22.8	25.0	23.7	10.5	31.5	14.3
17	35	Dealing with Student Racial Issues	19.8	29.9	25.7	29.7	18.9	20.8	7.3
18	23	Lack of Availability of Books and Supplies	27.1	20.9	27.3	20.0	13.2	26.7	2.4
19	17	Dealing with Community Racial Issues	21.9	22.2	18.1	21.9	16.4	25.0	16.3
20	15	Supervising Student Behavior Outside Classroom	19.7	23.9	20.1	19.1	20.0	17.9	11.6
21	25	Teaching Students who are Below Average	17.2	22.3	22.9	15.9	21.9	29.3	22.2
22	13	Implementing Board of Education Curriculum Goals	18.1	19.3	23.6	14.8	18.1	18.3	21.1
23	27	Taking Additional Course Work for Promotion	25.7	18.5	20.5	21.3	18.9	23.3	23.1
24	31	Seeking Principal's Intervention in Discipline	14.0	19.4	23.7	14.1	14.5	16.9	15.0
25	22	Evaluating Student Performance or Giving Grades	17.6	9.5	21.7	16.3	14.5	9.9	10.0
26	19	Talking with Parents about Child's Problems	13.3	16.3	14.6	14.9	7.7	8.6	14.6
27	30	Teacher-Parent Conferences	9.4	14.5	15.3	13.3	11.1	9.1	4.8
28	24	Dealing with Staff Racial Issues	14.5	15.6	9.4	9.6	6.3	22.1	10.5
29	4	Voluntarily Transferred	14.4	12.9	15.9	8.9	7.6	20.9	5.7
30	32	Maintain Student Personnel and Achievement Records	15.3	10.3	15.2	10.9	12.3	9.1	20.9
31	33	Have Research or Training Programs from Outside School	12.7	12.8	10.8	6.3	15.2	9.9	7.9
32	10	Conference with Principal/Supervisor	13.9	11.1	11.7	12.2	8.0	12.7	7.5
33	20	Dealing with Students whose Primary Language is not English	14.8	12.9	11.1	10.8	5.8	6.9	5.7
34	14	Developing and Completing Daily Lesson	10.1	10.3	17.5	5.6	9.9	5.3	7.1
35	5	Attendance at Inservice Meetings	16.4	9.5	12.7	3.5	7.6	12.9	5.3
36	26	Lavatory Facilities not Clean or Comfortable	11.7	9.7	10.6	9.5	6.5	3.8	7.7